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ABSTRACT

Noting that preservice teachers and experienced teachers share a concern for classroom management, this study compared the beliefs of classroom teachers, intern teachers, and senior level practicum students regarding classroom management styles. Participating in the study were 43 early childhood and 44 elementary education preservice teachers, and 87 classroom teachers. Data were collected by means of the Inventory of Classroom Management Style subscales to address the instructional, disciplinary, and personal dimensions of classroom management. It was hypothesized that greater experience in teaching would be associated with less interventionist management styles. Findings suggested that there were no subscale differences on the Classroom Management Style instrument. Practicum students, those with the least teaching experience, were more non-interventionist than other groups. Interns, with the middle level of teaching experience, were more interventionist than both practicum students and experienced teachers. (The framework for the inventory of classroom management style is appended.) (KB)

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CLASSROOM MANAGEMENT: BELIEFS OF PRESERVICE TEACHERS AND CLASSROOM TEACHERS CONCERNING CLASSROOM MANAGEMENT STYLES

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Classroom management is the aspect of teaching that seems to be of greatest concern to beginning teachers. Even experienced teachers spend considerable time discussing many of the problems associated with controlling the behavior of certain students. It is for this reason that our study includes the classroom management styles and beliefs of both pre-service and in-service teachers. Throughout this paper the term classroom management will be is used as opposed to discipline. The literature identifies discipline as a connotation of being after the fact, while classroom management implies the ability to deal with problems that arise and the ability to organize the classroom environment in a manner to prevent the occurrence of deviant behavior (Duke, 1982).

Teaching in the classroom is a complex task, because it must be implemented appropriately in order to create an effective teaching-learning situation. Many factors play an important role in the classroom that may create either effective or ineffective teaching. Primary among these factors is classroom management. Based on the literature for classroom management, being an effective classroom manager means being an effective teacher. Effective classroom management systems provide definitions of classroom management with regard to:

a. the definition of discipline; clarity and discussion of rules, principles, and procedures;

b. an opportunity to understand the approaches of the management system;

c. use of effective teacher/ management skills and a process for dealing with obstacles, confrontations and procedures for solutions.

Classroom management may increase the value of teaching and learning, if it is appropriate. Research indicates that an effective teacher/manager in the classroom produces effective instruction (Al-Qahtani, 1990). Duke and Meckel

(1989) support the fact that classroom management is an integral part of teaching. Brophy (1986) discusses the importance of the intimate and mutually supportive relationships between effective classroom management and effective curriculum and instruction. Student teachers, as well as teachers who have been teaching for a long period of time, need to develop an effective classroom management. However, Kagen's (1992) synthesis of management literature reveals that the majority of studies indicate subjects perceive a lack of connection between the information provided in teacher preparation coursework and the real classroom.

Public schools throughout the country now contain a heterogeneous mix of students. As the classrooms have become more complex, educators have become increasingly discontent with their teaching lives. To be successful teachers need to accept the fact that working with diverse children, who have different needs and styles, is demanding and they need to be educated in ways of making their own behaviors more compatible with such diversity (Wolfgang & Glickman, 1986). Strategies for obtaining and maintaining students' cooperation will not be understood and applied by teachers unless those teachers are exposed to a wide variety of examples demonstrating the in everyday, realistic classroom situations (Cangelosi, 1993).

Drawing form the works of Martin and Baldwin (1993), classroom management is defined as a multi-faceted construct that includes three broad dimensions: person, instruction, and discipline. The person dimension includes what the teacher believes about students as persons and what they do to enable pupils to develop as individuals. This includes teacher's perceptions of the general nature of students' overall psychosocial climate. Dimension two, the instruction dimension, incorporates what teacher do to enable students to learn such as the establishment and maintenance of classroom routines, physical room arrangement, and the use of time. The third dimension component, discipline, entails those behaviors that teachers use to set standards for behavior and to enforce those standards.

Wolfgang and Glickman (1986) developed three schools of thought conceptualizing teacher beliefs regarding classroom management and discipline: 1) the child develops from an inner unfolding of potential, 2) the child develops as a result of external conditions, and 3) the child develops from the interactions of inner and outer forces. The first explanation presupposes that the child has an inner drive that needs to find its expression in the real world. The second explanation disavows any such inner force and instead emphasizes what the outer environment does to the human organism to cause it to develop in its peculiar way. The third explanation presupposes that internal and external forces are constantly interacting and focuses on what the individual does to modify the external environment as well as what the external environment in return does to shape the student. Based upon a combination of these psychological interpretations, Wolfgang and Glickman's continuum illustrates three approaches to classroom interaction: non-interventionists, interventionists, and interactionists.

Wolfgang and Glickman's
Three Basic Models of Classroom Management

Relationship-Listening Or Non-Interventionist	Confronting-Contracting or Interactionists	Rules/Rewards-Punishment or Interventionist

Wolfgang and Glickman (1986) believe that teachers will act according to all three models of discipline, but one model usually predominates in beliefs and actions. Therefore, the application of these various theories emphasizes teacher behaviors that reflect the corresponding degrees of power possessed by student and teacher (Martin & Baldwin 1993). Most successful teachers, idealistic, will adjust their management styles to meet their student needs and vary within the three theories.

Research indicates that less experienced teachers differ from those with more experience regarding their attitudes pertaining to discipline (Martin & Baldwin 1993). Novice teachers tend to respond in ways that are less directive

and obtrusive than their experienced (Swanson, O' Connor, & Conney (1990). New teachers appear to be patient, share responsibility and interact with students. More experienced teachers tend to react in a manner that could be classified as more interventionist in nature (Martin & Baldwin 1993).

The focus of this study is to investigate the differences among the beliefs of classroom teachers, intern teachers and senior level practicum students regarding classroom management styles. It is hypothesized that as we move up the continuum from practicum student to experienced teacher there will be a greater trend for the beginning levels to be less interventionist as define by Wolfgang and Glickman (1986).

METHODOLOGY

Participants

University students enrolled in a small, regional university in South Carolina were identified from senior level Early Childhood/Elementary practicum experiences and internships. Teachers serving as their supervising teachers were also targeted as subjects in the study. There were 174 participants; 43 were early childhood majors, 44 were elementary majors, and 87 were classroom teachers. The subject pool was composed of primarily of females; (72, 82.7%; to 15, 17.3%). The majority (89.1%) of the student participants was white; (10.1%) black.

Subjects participating in the survey worked in area schools that are characterized ethnically as 30% black and 70% white. Preservice teachers participating in the study are primarily the products of and are trained in these same area schools.

Instruments

Data was collected form the Inventory of Classroom Management Style (ICMS). The ICMS represents a revision of Tamashiro's Beliefs on Discipline Inventory (BDI) (Wolfgang & Glickman, 1980, 1986). The ICMS includes sub-scales to address the instruction, discipline and person dimensions of classroom management. It classifies each of these three dimensions of classroom

management on a continuum categorized into three segments: non-interventionist, interactionist, and interventionist (Wolfgang & Glickman 1980, 1986). The instrument consists of 24 forced-choice items and scores ranged from 24 (most non-interventionist) to 48 (most interventionist); scores approaching the mid-point of 36 indicated interactionist ideology. Each pair of statements consists of one option that a child be classified as more controlling than the other. However, each pair is not necessarily an interventionist/non-interventionist pairing. Two points were given for the more controlling choice; one point for each less controlling choice.

RESULTS

To determine if the survey reflects differences between practicum students, interns and classroom teachers, a series of one-way ANOVAs was performed. Data collected from the Inventory of Classroom Management Style (ICMS) full scale and each of the three sub-scales served as the dependent variables. The amount of classroom teaching experience served as the independent variable where the practicum students were those at the beginning of their senior year of experience, interns at the end of their senior year and classroom teacher with three or more years of experience.

Results from an initial study indicate that the sub-scale Instructional Dimension was significant at the .05 level ($p < .05$). (Table 1). Sub-scales Person Dimension, Discipline Dimension, and full-scale scores were not significant. These results imply that practicum student's insight of classroom management develops from their perception of the child developing from an inner unfolding of his/her potential. Practicum students are more non-interventionist, providing greater opportunities for students to develop solutions to their problems.

To further test the significance of the findings the Sheffe test was conducted on the data. Since the Sheffe is a conservative test, the data failed to show significance. Looking at the 95% confidence interval (c.i.) for each of the means, the intern group is different from the practicum students and the

cooperating teachers. The confidence interval (c.i.) for practicum students and teachers completely overlap, but the interns, even though not completely distinct, have a fairly good amount of non-overlapping interval. From this we can conclude that the intern group is different for the other two.

TABLE 1

ONE-WAY ANOVA: INSTRUCTIONAL DIMENSION FOR PRACTICUM STUDENTS, INTERNS AND CLASSROOM TEACHERS

Name	No.	Mean	Std. Dev.	Std. Err.
Practicum Stu.	19	17.6316	1.8016	0.4133
Intern	25	18.8400	1.7000	0.3400
Teacher	28	17.9286	1.4889	0.2814

One-Way ANOVA Results

Source	DF	SS	MS	F	P
Between Groups	2	18.3618	9.1809	3.3761	0.0399
Within Groups	69	187.6382	2.7194		

SUMMARY

Of primary concern to most preservice teacher and classroom teachers is the issue of discipline problems in the classroom.. Johns, MacNaughton, and Karabinus (1989) consider classroom management the most enduring and widespread problem in education. The number of management programs abounds with approaches dealing with inappropriate student behaviors and how to manage student behavior. Educators feel that management is a significant determiner in teacher success. Most management systems fall into three categories: non-interventionists, interactionists, and interventionists. Beliefs concerning the nature of appropriate and inappropriate behaviors and how to control them fall with these three categories and vary among teacher and play an important role in the determination of teacher behavior.

Finding from this research do not support the studies of Martin and Baldwin (1993). The experienced teachers reacting in a non-interventionist

manner, were less directive in nature, similar to the practicum students. Results also do not completely corroborate Kanan's (1992) synthesis of the literature regarding learning to teach. While intern teachers scored consistently interventionist, the practicum students and classroom teachers were more non-interventionist in management attitudes. Using the journals of the practicum students and interns as a resource, a possible explanation is as practicum students experience the various field interactions with public school students the concept of classroom management becomes an uncomfortable issue. It is easier to interact with the students from an interventionist position than create opportunities for students to communication with the teacher. There is greater security for the teacher when specific rules and procedures are established and management restricted to use of; direct statements, modeling behavior, reinforcement, intervention and isolation. By the time they reach their internship preservice teacher feel more secure as interventionists. Another element to consider is that within the public school system an assertive discipline model was adopted during previous administrations and is still popular in many classrooms. While this does explain the intern shift to interventionist view, it does not elucidate why the teachers are more non-interventionist or interactionist.

This study provides a beginning level of understanding of classroom management. Many questions remain unanswered. Greater information is needed to determine if the preservice program and its field experiences effect the differences among the three groups in this investigation. From the university perspective, students are provided an explanation concerning the various schools of thought regarding classroom management. Analysis is provided to determine advantages and disadvantages from various models. Simulations are used to provide clinical experiences for preservice to interact in various management problems.. The major objective is to create a teacher with an eclectic management system.

There can be little doubt that the senior year of field experiences provides the preservice teacher a variety of new experiences in the classroom.. Their beliefs regarding these experiences and the manner in that they approach them

work together to create a unique and individual style of classroom management. Of great importance is that efficient lesson planning and effective classroom management are both necessary in order for learning to take place.

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Appendix A

FRAMEWORK FOR INVENTORY OF CLASSROOM MANAGEMENT STYLE

DIMENSIONS OF TEACHER CLASSROOM MANAGEMENT BEHAVIOR

I. **PERSON DIMENSION**: What teachers believe about students as persons and what teachers do to enable students to develop as persons

   A. TEACHER'S PERCEPTIONS OF THE NATURE OF STUDENTS
      1. Personal attributes
      2. Independence/capabilities of students

   B. PSYCHOSOCIAL CLIMATE
      1. Personal attention/worth
      2. Opportunity for success
      3. Group spirit and purpose
      4. Classroom climate (warmth, friendliness, courtesy, respect)

II. **INSTRUCTION DIMENSION**: What teachers do to enable students to learn

   A. PHYSICAL ENVIRONMENT
      1. Territory
      2. Seating
      3. Materials

   B. TIME
      1. How to allocate time
      2. Diversion from task

   C. CLASSROOM ROUTINES
      1. Daily routines
      2. Transitions

   D. MONITORING LEARNING BEHAVIOR
      1. Keeping on-task
      2. Circulating
      3. Feedback on performance
      4. Choice of learning topic/task
      5. Purpose of homework

III. **DISCIPLINE DIMENSION**: What teacher do to set standards for behavior and to enforce those standards.

   A. RULE SETTING
      1. Who sets rules
      2. Importance of rules

   B. ACKNOWLEDGMENT OF APPROPRIATE/INAPPROPRIATE BEHAVIOR
      1. Importance of praise
      2. Effectiveness of punishment/negative consequences